

Date: August 5, 2022

**ANNUAL ACADEMIC PERFORMANCE FRAMEWORK****Indicator 1. Mission Aligned Initiative (maximum 30 points)****1 (A) The school is implementing its mission and vision based on its mission statement. (maximum 20 points)**

School to self-report by providing the mission statement, educational goals, rubrics, and disaggregated data as documentation on how the school has developed and implemented its model based on its mission statement.

Measure	Basic (10)	Practiced (15)	Ingrained (20)	Score (20)
Mission Alignment to Student Success School process includes:	Articulation of school mission/vision	Articulation of units/ lessons (curriculum, instruction, and assessment) that target an aspect of the school mission/vision	Articulation of a yearlong curriculum with units/lessons and assessments that target an aspect of the school mission/vision	
			INGRAINED	20

SEEQS's Mission: *The diverse community of SEEQS fosters a joy of learning through collaborative, interdisciplinary investigation of questions essential to Hawaii's future.*

SEEQS's Vision: *SEEQers will be stewards of planet Earth and healthy, effective citizens of the world.*

SEEQS students have powerful learning experiences, facilitated by passionate educators, that connect them to the place they live so that they can make meaningful change in their lives and for our planet.

Through deliberate community-building, rigorous academic content courses, and interdisciplinary project-based Essential Question of Sustainability (EQS) courses, students grow their understanding of and proficiency in the SEEQS Sustainability Skills: Reasoning Analytically, Managing Effectively, Communicating Powerfully, Collaborating Productively, and Thinking Systemically.

## The SEEQS School Model



SEEQS's research-backed school model includes four primary components:

- (1) [Community](#): Deliberate community-building and maintenance create an intellectually safe learning environment and set the stage for collaborative co-learning.
- (2) [Content Courses](#): By empowering teachers to teach to their passions, academic content courses become an engaging way for students to cultivate the knowledge and skills of the traditional academic disciplines. Each disciplinary content department uses [common performance standards and disciplinary Essential Questions](#) throughout all courses at SEEQS.
- (3) [Essential Question of Sustainability \(EQS\) Courses](#): Interdisciplinary project-based, inquiry-driven courses are at the heart of the SEEQS experience. Each is designed around an essential question such as “How do humans and the oceans impact each other?” or “What is required to feed our community?” They create real-world opportunities for students to get outside of the classroom and apply the knowledge and skills from Content Courses to impact the world around them. EQS teachers use the [EQS curriculum guidebook](#) to guide their planning for these ever-changing project-based courses. Students are assessed using both [disciplinary standards and Sustainability standards](#).
- (4) [SEEQS Sustainability Skills](#): Over the years, students grow in their ability to Reason Analytically, Manage Effectively, Communicate Powerfully, Collaborate Productively, and Think Systemically. They defend their personalized understanding of these skills, with evidence from their work during their time at SEEQS, in the 8th grade [Portfolio Defense process](#), a capstone to their middle school experience. Both the [portfolio](#) and the [defense](#) are assessed according to clear rubrics.

## MAI Narrative 1,000-word limit Submission (maximum 10 points)

### 1 (B) Share what you have done as a school to meet your mission.

Using the criteria below, describe how your school has demonstrated and assessed student performance aligned to the school mission for this school year.



Measure	Approaches	Practices	Ingrained	Score (10)
<ul style="list-style-type: none"><li>• The educational program is aligned to the mission</li><li>• The mission guides decision-making and priority setting</li><li>• The mission is reflected in student learning and progress</li></ul>			ingrained	10

### Narrative

### School Schedule & Design

SEEQS's schedule is a manifestation of our values. In schools, as in life, the commodity in shortest supply is time. How we spend our time is how we enact our values.

Fundamental elements of SEEQS's weekly schedule include long blocks of time for authentic work, opportunities for community involvement and for students and teachers to work and play together, and extensive time for teacher planning and collaboration. The schedule, shown below, represents a typical week at SEEQS. The basic structure of the schedule is the same for students in all grade levels; all students enroll in an EQS as well as a science, math, ELA, art, and history course each term.

	Monday	Tuesday	Wednesday	Thursday	Friday	
8:30-9:15 (45 min)	Advisory / Play	Physical Activity	Late Start	Physical Activity	Advisory / Play	Community 
9:20-10:30 (70 min)	Mathematical Applications	English Language Arts	Mathematical Applications	English Language Arts	Mathematical Applications	
10:35-11:45 (70 min)	Artistic Expression	Science Explorations	Artistic Expression	Science Explorations	Artistic Expression	Content Courses 
11:45-12:15 (30 min)	Lunch	Lunch	Lunch	Lunch	Lunch	
12:20-1:30 (70 min)	Historical Perspective	Elective	Advisory/ Town Hall/ Assembly	Elective	Historical Perspective	Project-Based EQS Courses 
1:35-3:30 (115 min)	Essential Question of Sustainability (EQS) 	Essential Question of Sustainability (EQS) 	Historical Perspective	Essential Question of Sustainability (EQS) 	Essential Question of Sustainability (EQS) 	
			Early Release			

**Later start time.** Most adolescents experience a “sleep phase delay, which means a tendency toward later times for both falling asleep and waking up” (Wolfson & Carskadon, 1998). In recognition of students’ sleep habits, SEEQS academic content does not begin until 9:20 on most days, after Physical Activity, and begins at 9:30 on Wednesdays.

**Community-building time** is explicitly included in the schedule. Advisors serve as a counselor for both social/emotional and academic needs. The assembly is for all-school gatherings and community-building, and may include arts performances, honors or awards, or Town Hall meetings; advisories attend assemblies together and may meet afterwards to debrief or check in. On Mondays and Fridays, middle school students convene with advisory groups for morning activities.

**Physical activity to start the day.** Each day begins with physical activity to stimulate the brain. Students may choose from a number of different course offerings and may commit to different activities on different days. Offerings are determined by the

initiative and interest of students, community members, parents, and teachers, and range from gardening to dancing hula to basketball and more.

**Academic content in long blocks of time.** Core academic courses are 70 minutes long, allowing sufficient time for scientific lab activities, in-depth explorations in humanities, intensive reading and writing work in English Language Arts, student collaboration in mathematics, and much more. ELA and math blocks also enable time for focused intervention for struggling students.

**Interdisciplinary Essential Question of Sustainability blocks.** SEEQS strives to create a seamless link between academic content and real-world application through project-based learning. As a fundamental part of the SEEQS experience, all students participate in an interdisciplinary, project-based course designed around examining an Essential Question of Sustainability (EQS). These courses meet four days a week in two-hour blocks which may include student-directed project time, teacher-led tutorials, community outings, and guest visits.

## Student Voice and Teacher Collaboration

Time is built-in to the SEEQS teacher schedule for professional development work as whole staff and in Professional Learning Communities. Eighty minutes of whole-faculty professional development time is built into the schedule on Wednesday mornings each week. Scheduling also enables Professional Learning Communities among teachers in similar disciplines, both cross-disciplinary (e.g. science/math PLCs) as well as department-level (e.g., math department meetings).

EQS teaching teams have 120 minutes per week of dedicated time to collaboratively plan, as well, enabling multi-disciplinary time for reflection and planning around the Essential Question of Sustainability course. EQS teams also incorporate student voice in their plans through the implementation of Student Consultancies, a time where students give teachers feedback about their EQS course.

Student voice is a foundational aspect of SEEQS. Structures like Student-Led Conferences, Town Hall, and choice in projects ensure that student voice is integrated throughout the day and the school year.

## Assessing Student Performance

In academic content courses, students are assessed using [common performance standards and disciplinary Essential Questions](#). In EQS courses, students are assessed using [Sustainability standards](#) as well.

Over the years, students grow in their ability to Reason Analytically, Manage Effectively, Communicate Powerfully, Collaborate Productively, and Think Systemically. They defend their personalized understanding of these skills, with evidence from their work during their time at SEEQS, in the 8th-grade [Portfolio Defense process](#), a capstone to their middle school experience. Both the [portfolio](#) and the [defense](#) are assessed according to clear rubrics.